



LETRS® for Administrators is a professional course of study specifically designed to support and inform administrators and school leadership about LETRS (Language Essentials for Teachers of Reading and Spelling), the gold standard of professional development for educators. A step-by-step blueprint with numerous tools to guide the journey of implementing the Science of Reading (SOR) is integrated throughout the course.

The course defines the systems and infrastructures required to successfully implement a literacy initiative aligned to scientifically based research. Built from the research in implementation science and sustainability, school improvement, and shared leadership, the course provides numerous tools—including an analysis of the current systems required for improved literacy outcomes—for guiding an implementation through various stages. Through the course of study, administrators will:



- Create alignment between leadership decisions and teachers' applications in the classroom.
- Access organized methods and practical tools that can be implemented in the school.
- Support teachers with the implementation of instructions for students of all literacy levels.
- Strengthen the literacy initiative by involving communities and families.

LETRS for Administrators provides practical support to leaders with tools that are available 24/7—online, print, and face-to-face or live online professional learning unit sessions—and ongoing support throughout the year with strategies specific to instruction. LETRS for Administrators meets leaders where they are in terms of resources and options and can be used with any quality literacy program. Participants are provided with the components necessary, including systems and structures, to create a comprehensive implementation plan for a literacy initiative, taking into consideration systems thinking, implementation science, change management, and leadership research.

Research

LETRS® for Administrators explores leadership, assessment, data-based decision-making, the literacy and intervention block design, and family involvement. Early prevention and intervention are key to the success of students who need intervention. Additionally, evaluating the strengths and weaknesses of an RTI model and planning for and monitoring student growth and progress on a continual basis are also important for success. LETRS for Administrators is aligned to the research and content of LETRS for Educators and includes an overview of the LETRS course.

- 🔍 For a comprehensive summary of the research that informed the LETRS for Administrators course and a list of all the references, please review: [LETRS for Administrators Research Base](#).

Professional Learning Content

LETRS® for Administrators includes exercises, planning tools, and observation rubrics to maintain quality literacy initiatives with content based on the Science of Reading and Structured Literacy. Content is organized into short sessions and can be applied immediately; self-paced learning allows administrators the flexibility to choose when they access and how long they spend in the course.

LETRS for Administrators is comprised of five units of four sessions each that are meant to be completed over the course of two years, along with four full days of face-to-face professional learning sessions. Participants benefit from:

- A deep understanding of scientifically based literacy research and the critical subsystems that support it.
- The knowledge needed to support educators in sustaining high-quality literacy instruction.
- Guidance and practical tools to implement best practices in literacy instruction and to create an adaptable and sustainable literacy initiative.
- Aid in developing, supporting, and sustaining systems and infrastructures required for successful literacy initiatives.

LETRS for Administrators Units of Study

LETRS for Administrators Unit	Learning Objectives
<p>Unit 1: Using Systems and Implementation Science to Improve Literacy Outcomes</p>	<ul style="list-style-type: none"> ▪ How does the Science of Reading support a schoolwide system for literacy? ▪ How does implementation planning and preparation inform a successful literacy initiative? ▪ How do you design and evaluate a schoolwide system for literacy achievement?
<p>Unit 2: Universal Instruction at the Word Recognition Level</p>	<ul style="list-style-type: none"> ▪ What do you, as an administrator, need to know about why reading is challenging? ▪ What should you know about phonemic awareness, phonics, word recognition, and spelling at different levels?
<p>Unit 3: Universal Instruction at the Language Comprehension Level</p>	<ul style="list-style-type: none"> ▪ What do you need to know about oral language, vocabulary instruction, reading comprehension, and writing? ▪ What do you need to know about the research around literacy intervention?
<p>Unit 4: Leadership, Assessment, Data-Based Decision Making, and Literacy and Intervention Block Design</p>	<ul style="list-style-type: none"> ▪ How can you develop collaborative leadership? ▪ How do you establish a comprehensive assessment plan and use data to make decisions? ▪ How do you implement exemplary literacy and intervention blocks?
<p>Unit 5: Professional Development, Community and Family Involvement, Problem-Solving, and Sustainability Planning</p>	<ul style="list-style-type: none"> ▪ What should a successful and ongoing professional development plan look like? ▪ How do you involve caregivers and the community? ▪ How do you manage change and sustain the literacy initiative?

Professional Learning Design

LETRS for Administrators implementations are set in research-based implementation science to deliver the most effective and impactful professional learning to help administrators succeed. To support districts of various sizes, schedules, and budgets, Lexia offers two multimodal implementation models from which to choose:

Self-Directed Implementation –Content is delivered through a combination of print and online sessions. The on-demand learning experience is designed to enhance and deepen content understanding by allowing participants to view embedded videos of case studies that illustrate problems of practice and reflect upon new learning. The self-paced coursework can be consumed in small, digestible, actionable learning sessions, and allow for both independent learning and engagement with leadership teams.



Guided Implementation –Content is delivered as described in the self-directed implementation and adds four (4) days of live in-person or live online professional learning sessions led by a Lexia LETRS Professional Learning Facilitator (PLF). These sessions are scheduled strategically throughout the implementation.

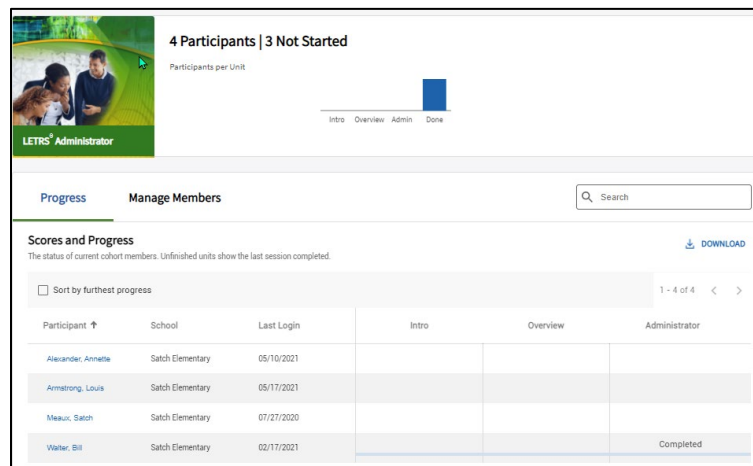


Additionally, Lexia Success Partnerships provide support from a dedicated customer success manager (e.g., with rostering, scheduling, monitoring).

Progress Monitoring and Reporting

LETRS for Administrators has an administrative homepage that shows various data points, including licenses, participants enrolled, participants started, and cumulative active users. The administrative homepage allows an administrator or campus leader to note participant completion and progress. LETRS for Administrators offers reporting at the State, Region, District, and School levels. Users with these levels of access will see live data related to activity, progress, and scores.

The District Report shows the number of users working in specific units and the School Reports show a roster of users in a specific building (if rostered as a school) and which units are in progress, as well as which have been completed.



Participants will receive a Course of Study Completion certificate upon completion of the LETRS for Administrators online course. Participants and appropriately permissioned course managers can also view individual transcripts detailing which units are in progress, time spent to complete each unit and session, and which units are complete.

Motivation & Engagement

Literacy instruction requires all stakeholders to have a deep understanding of scientifically based literacy research and the critical subsystems that support it. Without knowledgeable administrators, informed instructional leaders, and collaborative teams, educators cannot sustain high-quality literacy instruction. LETRS for Administrators meets these needs by employing coordinated modalities in an adaptive blended learning model including a print manual, online learning platform, and professional learning sessions.

Participants hear and engage with content in a variety of engaging formats:

- Videos
- Text (e-book and print manual)
- Journal
- Resource Library with supplemental content such as research, templates, articles, etc.

The combination of learning activities draws on adult learning theory (Brown, et al., 2014) and ensures that participants absorb the information and can apply the concepts to their leadership practices. LETRS for Administrators includes exercises, planning tools, and observation rubrics to maintain quality literacy initiatives with content based on the Science of Reading and Structured Literacy. Content is organized into short sessions and can be applied immediately; self-paced learning allows administrators the flexibility to choose when they access and how long they spend in the course.

 More information about [LETRS for Administrators](#) is available at this hyperlink.